

FRANCES
SHIMER
SCHOOL

1930 · 1931









METCALF TOWER

FRANCES SHIMER SCHOOL

[FOUNDED MAY 11, 1853]

MOUNT CARROLL · ILLINOIS

*Junior College and
College Preparatory
for
Young Women*

1930-31

*The School is a Member of the North Central Association
of Colleges and Secondary Schools, and of the
Association of Junior Colleges.*

SEVENTY-EIGHTH
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With Supplement Containing Views
Illustrating the School



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HARRIET A. LEE, A.M., Dean of Women and Instructor in English.

A.B. Mount Holyoke College, 1907; A.M., University of Chicago, 1918; Head of the Department of English, Frances Shimer School, 1907-10; Graduate student, University of Chicago, 1910-11; Instructor in French, Parsons College, 1912-13; Instructor in English and French, New Trier Township High School, 1913-18; Director of General Education, Central Branch Y.W.C.A., Chicago, 1918-21; Director of Religious Education and Membership Secretary, Y.W.C.A., Grand Rapids, Michigan, 1921-28; European Travel, Summer, 1921; Graduate Courses, University of Chicago, 1919, 1920; National School of the Y.W.C.A., Summer, 1929; Dean of Women, Frances Shimer School, 1929—.

FLORENCE TURNEY MCKEE, Ph.B., Psychology and Education.

Graduate, Mount Carroll Seminary, 1894; Instructor, *ibid.*, 1894-99; Ph.B., University of Chicago, 1901; Frances Shimer School, 1901—.

ANGELINE BETH HOSTETTER, Ph.B., Latin.

Ph.B., University of Chicago, 1907; Graduate Student, *ibid.*, 1909-10; Instructor, Central College, Pella, Iowa, 1908-9; Instructor, Frances Shimer School, 1905-4, 1905-6, 1910-11; Study in Paris, Summer, 1911; Instructor in French, Annie Wright Seminary, Tacoma, Wash., 1911-14; Instructor in French and German, Christian College, Columbia, Mo., 1915-16; Graduate Student, University of Chicago, Summer, 1919; Greek Division European Summer School, Bureau of University Travel, 1921; Leave of absence, 1925-26, for European travel; Certificat d'assiduité from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature; Frances Shimer School, 1916-17, 1918-23, 1926—.

MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., *ibid.*, 1900; Instructor, High School, Middlebury, Vt., 1897-1901; High School, Sherburn, Minn., 1902-4; Township High School, Evanston, Ill., 1905-10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tenn., 1913-16; Graduate Student, University of Nevada, 1901; Graduate Student, University of Chicago, Summers of 1904, 1908, 1909, 1915, 1926; Frances Shimer School, 1916-20; 1921—.

MABEL LOUISE PETERS, M.S., Biological Science.

Principal of High School, Petersburg, Mich., 1913-18; A.B., Michigan State Normal College, 1921; Assistant in Department of Botany, University of Michigan, 1921-22; M.S., University of Michigan, 1922; Frances Shimer School, 1922—.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High-school instruction, University Place, Nebraska, 1921-23; Penn State Normal, Summer, 1923; Nebraska Wesleyan University, Summers of 1922, 1923, 1924; Graduate Student, University of Chicago, Summer, 1926; Frances Shimer School, 1924—.

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EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers of 1916, 1919, 1921; High-school teaching, Boone, Iowa, one year; Galesburg, nine and one half-years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'été, Université de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer School, 1925—.

FRANCES E. EMERSON, A.M., History.

A.B., University of Indiana, 1915; A.M., University of Chicago, 1922; High-school teaching, 1916-25; Frances Shimer School, 1925—.

REUBEN HARVEY SEITNER, B.A., B.D., Biblical History.

B.A., Franklin College, 1916; B.D., University of Chicago, 1920; Frances Shimer School, 1926—.

RUBY BAXTER, A.M., Mathematics.

A.M., University of Illinois, 1927; A.B., Illinois Woman's College, 1919; Graduate work, University of Chicago, Summer, 1923; Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer School, 1927—.

ETHEL H. BAKER, B.A., A.M., Head of the Department of English.

B.A., Cornell University, 1910; Emerson College of Oratory, 1915-17; A.M., Teachers College, Columbia University, 1922; Graduate work in Boston University, Summers of 1925 and 1926; High-school teaching, 1911-14; Preceptress and Instructor in English, Westbrook Seminary, 1917-19; Instructor in English, Gardner School, 1919-22; Emma Willard School, 1922-26; Ogontz School, 1926-27; Grafton Hall, 1927-28; Frances Shimer School, 1928—.

HYLA M. SNIDER, Ph.B., A.M., Economics, Sociology, and Stenography.

Ph.B., University of Chicago, 1927; A.M., University of Chicago, 1928; Office experience, 1918-21; Instructor in Shorthand and Typewriting, Marengo, Illinois, High School; Frances Shimer School, 1928—.

LAURA M. FLYNN, B.S., M.S., Physical Science.

B.S., Iowa State College, 1923; M.S., Iowa State College, 1927; Graduate work in Physical Sciences and Home Economics, *ibid.*, 1927-28; Instructor in Chemistry, Waterloo High School, 1923-25; Assistant in Chemistry, Iowa State College, 1925-28; Frances Shimer School, 1928—.

ELEANOR PARKER, A.B., A.M., Speech, English.

A.B., Upper Iowa University, 1926; A.M., Northwestern University, 1928; Instructor in Dramatics, Delhi, Iowa, High School, 1926-27; Frances Shimer School, 1928—.

HELEN V. TERRY, A.B., A.M., Spanish, Assistant in French.

A.B., Ohio State University, 1919; A.M., *ibid.*, 1922; Summer course 1922, Centro de Estudios, Madrid University; Summer course 1923, Leland Stanford University; Foreign Travel, 1920; Central America, 1922; Europe, 1925; Spain and France (6 mos.); Instructor in Spanish, Ohio State University, 1920-25; University of Montana, 1925-28; University of Washington, one semester 1929; Frances Shimer School, 1930—.

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JENNIE JEAN HINKEN, Accountant.

Hope College, 1923-27; Western State Normal School, Kalamazoo, Michigan, 1920-22; Instructor in Commerce, Lowell, Michigan, 1922-24; Pana, Illinois, High School, 1924-25; Frances Shimer School, 1927—.

MILDRED L. JAYNE, B.A., PHYSICAL EDUCATION.

B.A., Carleton College, 1924; Summer School, University of Minnesota, 1927; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer School, 1928—.

HELEN LAWRENCE SCANLON, S.B., Librarian.

S.B., Syracuse University, 1929; Assistant in Syracuse University Library, 1927-29; Full-time assistant, Summer, 1928-29; Frances Shimer School, 1929—.

RUTH SKELLIE, A.B., Secretary to the President.

A.B., Rockford College, 1928; Graduate work, University of Chicago, 1929; Frances Shimer School, 1929—.

THE DEPARTMENTS OF MUSIC AND ART

ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony, and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1899-96; Piano, private pupil of Barth; Organ, Grunicke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N.C., Professor of Piano, Instructor of Harmony and Analysis, 1906-9; Carleton College, Northfield, Minn., Director, School of Music, Professor of Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-13; Frances Shimer School, 1913—.

GRACE MARIE BAWDEN, Instructor in Art.

Student in Music, Mount Carroll Seminary, 1891-92; Graduate in Art, Mount Carroll Seminary, 1894; Postgraduate work in Art Institute of Chicago, 1901, 1902, and 1904; Instructor in private classes in Art, 1894-98; Art Institute, Summers of 1928, 1923, 1925; Frances Shimer School, 1898—.

MINNIE STOWELL WALLACE, MUS.B., Instructor in Voice, History of Music and Public School Music.

Mus.B., Oberlin Conservatory of Music, 1911; Voice with Thomas N. MacBurney, Chicago, 1913-14, 1919-20, Summers of 1914, 1915, 1918, 1922, 1923; Director of Music, Union Christian College, Marion, Indiana, 1913-15; Private pupils, Chicago, 1914-18; Voice and Piano, Adrian College Conservatory, Adrian, Michigan, 1910-12; Frances Shimer School, 1913—.

MARQUERITE K. ALLYN, B.A., Assistant in Piano.

B.A., Ohio Wesleyan University; Graduate of Chicago Musical College, 1927; Supervisor of Music, Kenton, Ohio, Public Schools, 1917-18, 1922-23; Instructor in English, Kenton High School, 1910-22; Frances Shimer School, 1923—.

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MABEL LOUISE PETERS, *Head of College Hall*

ELLA FORTNA, *Head of West Hall*

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SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1929-30 was given by Dr. Arthur E. Bestor, New York City.

HISTORY

The School is not an experiment; it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Since that date the institution has been known as "The Frances Shimer School." It is not maintained for profit. The School and all its resources are held in trust. All the earnings of the School are used to maintain and improve its work.

The hundreds of graduates and pupils of Mount Carroll Seminary are included as graduates and pupils of the School, and this large constituency, with traditions of culture and Christian service of over seventy-five years, furnishes a constant source of support.

LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred twenty-eight miles west of Chicago. It is accessible, also, by automobile over state highways Nos. 27 and 40, through which excellent connections are made with the Lincoln Highway and other great thoroughfares.

AIM

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instil principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare. Through its environment and all its activities the purpose of the school is to stimulate an interest in the worth-while things of life—in health, in work, in play, in religion, and in the love of beauty in nature and in art.

EQUIPMENT

Frances Shimer School has the advantage of seventy-seven years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The School plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL (1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL (1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-

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five people, baths, and a common social room furnished by the Mount Carroll Seminary and Frances Shimer School Association of Chicago. Hathaway Hall is the home of the Academy Senior and Junior classes.

WEST HALL

(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor. Bathrooms are on all floors where pupils reside.

METCALF HALL

(1907)

Metcalf Hall contains offices of administration, post-office, bank, school bookstore, cloakrooms, classrooms, and auditorium. The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Dürer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a lifelong friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The school is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

COLLEGE HALL

(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire School. The first floor contains a drawing room 40×32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horse power. These boilers are

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served by Jones's underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The School laundry, which is also in the building, is equipped with modern laundry machinery.

THE SCHOOL INFIRMARY (1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A registered, trained nurse is in constant residence.

SCIENCE HALL (1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biological laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER MCKEE HALL (1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room, serving-room, and kitchen. The other floors have a parlor for the use of students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for College girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as Head of the School. A portrait of the President by Ralph Clarkson, contributed by trustees and former students, hangs in the dining-room.

CAMPBELL MEMORIAL LIBRARY (1925)

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J.

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Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the School. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete, and steel.

The School had the benefit of much expert advice in planning the arrangement and equipment of the building, designed by the late C. A. Eckstorm, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading-room occupies the entire first floor. The present library of more than 7,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The southwest corner of the rooms is reserved for the Hazzen Memorial Collection. This gift of over 1,000 volumes was made by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery.

WINONA BRANCH SAWYER HOUSE

(1926)

Winona Branch Sawyer House, a commodious home for the president of the School, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL

(1929)

The School has improved its already splendid equipment by the addition of a modern gymnasium and swimming pool, for which ground was broken August 28, 1928. The building contains on the first floor a tile-lined swimming pool, 60×25 feet, showers, dressing rooms,

drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87×52 feet, will give ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

The plans are the work of H. A. Anderson and Company of Chicago, successors to the late C. A. Eckstorm, whose firm designed the other buildings on the campus except Dearborn and Hathaway.

ENVIRONMENT

HEALTH

Conditions at the School have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the School Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food furnished by the School is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

SOCIAL LIFE

The educational process recognized by the school is organized on the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion, but give valuable training in social co-

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operation and in worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Victrola with many valuable records aids in the cultivation of an appreciation of the best in music. The radio and a motion-picture machine are used for entertainment and instruction. A series of the better films selected by a committee in charge is presented during the year.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, skiing, coasting, cross-country walks, and picnicking are a part of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

RELIGIOUS LIFE

The intention is that the influences of the School shall be those of a refined Christian home. Daily chapel services are held, attended by all the teachers and pupils. Courses in Bible are included in the curriculum. A weekly prayer meeting is sustained by the Young Women's Christian Association. All pupils attend church, and Academy pupils attend Sunday school. An organized class in Sunday school at which attendance is voluntary is conducted for College students. Sunday evening a vesper service for the members of the School is held, led by the President, by one of the teachers, or by the Y.W.C.A., and once a month by an outside speaker who is a leader in religious thought or social service. Parents are asked to co-operate with the School in keeping Sunday free from visiting, to the end that the rest and quiet and religious exercises of the day may not be interrupted.

THE DICKERSON ART GALLERY

With the unveiling by Mr. Lorado Taft of the cast of his statue of "Lincoln, the Young Lawyer," in Metcalf Hall on Thursday evening, December 16, 1927, the initial steps were taken in creating an art collec-

tion which has long been desired as an aid in realizing the ideals of the School. The functions of the Gallery will be twofold: it will be planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods.

In developing the collection the policy will be to select works of art which possess charm, beauty, and human interest. It will include oils and watercolors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have determined aesthetic character.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there will be on exhibition from time to time loan collections, to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Recent additions secured by purchase and gift include canvases by the distinguished American landscape-painter, William Wendt; the noted portrait-painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; and E. Martin Hennings; a group of choice etchings representing the old and modern type of that art; and a cast of "Her Son" presented to the school by Miss Nellie Walker, the sculptor.

Through the co-operation of Mr. Robert Haarshe, director of the Art Institute of Chicago, the School had the privilege of exhibiting the Eighth Annual International Collection of Water Colors. There has also been on exhibition a large collection of prints of old masters.

During the current year the school had on exhibition a collection from the Chicago Galleries Association; and through the courtesy of Mrs. Elizabeth Dickerson Palmer, of St. Paul, the gallery had exhibits of books in fine bindings and of little bronzes by the Russian sculptor, Mussoli. A circulating membership in the Chicago Galleries Association, a gift of Dr. J. Spencer Dickerson, brings to the gallery each month a canvas of merit and distinction.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students, and an example to similar institutions of learning.

THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College graduated its first class in 1910.

For students who wish to continue their education beyond the high school but do not desire the more extended type offered by the four-year college, the junior college, furnishing a practical and thorough training, serves as a completion school.

The tremendous growth of the large universities, resulting at times in overcrowding, frequently renders it advantageous to the student to do the work of the Freshman and Sophomore years in a smaller institution.

The private junior college combines a safe, comfortable, attractive home life and close association of students and faculty with the high quality and standards of instruction given in the large institutions.

Two years of the junior college serve as a transition from home into the larger and more complex life of the university. During this period students under guidance grow in knowledge, self-reliance, and in soundness of judgment, and are thus prepared to meet the exacting work and the deeper problems presented by the larger world of the great universities.

AIM OF FRANCES SHIMER JUNIOR COLLEGE

Frances Shimer Junior College is planned to meet the needs of two classes of students:

1. Those who plan to complete the four-year college course but who wish to take the Freshman and Sophomore years in the socially supervised environment of a private junior college of high scholastic standards. The diploma of the school admits to the Junior year of all Middle-Western and Western colleges and universities, providing the

work is chosen with reference to the requirements of the institution to which the student expects to transfer.

2. Those who wish to make the junior college a completion school. To such the junior college offers cultural literary courses of college grade combined with work in Domestic Science, Music, Art, and Expression.

ADMISSION TO THE JUNIOR COLLEGE

Entrance examinations are not required. Students will be admitted to full junior-college standing upon the presentation of fifteen units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools, or by other recognized accrediting agencies. A unit in any subject represents five periods a week for the school year. Classification will be given when the certified list of credits is presented. A candidate for admission must also furnish honorable dismissal from the school last attended, and evidence of good moral character.

REQUIREMENTS FOR GRADUATION FROM THE JUNIOR COLLEGE

The diploma of the Junior College will be granted upon the completion of sixty (60) semester hours' credit, not less than twenty-eight of which must be earned in the Freshman year. Eight semester hours of English are required of all candidates for the Junior College diploma; the remaining fifty-two hours may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to the particular interests and talents of the individual student who plans to make the Junior College a completion school. Physical Education (four thirty-minute periods a week) is prescribed for all students.

GRADING AND CREDIT SYSTEM

The passing grade is C, or 70. An average grade of C plus (75) or above is required for graduation from the Junior College, and for recommendation to college.

Final examinations are given at the end of each semester. To emphasize the importance of high standards in daily work, the final examination grade will count for only one-third in determining the final grade given for any course.

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The letters A, B, C, D, and E are used to indicate a student's achievement in a course, with the following significance:

A—90-100—Superior work.

B—80-90—Very good work.

C—70-80—Average, passing.

D—60-70—Below passing, but carrying with it the privilege of a second examination within six weeks. No grade below 60 will be averaged.

E—Failure.

A final report of standing will be sent to parents or guardian at the end of each semester. Informal mid-semester reports are also rendered to indicate the progress of the student.

Students will carry sixteen hours' work each semester. A semester hour represents one hour of class or two hours of laboratory work for one semester of eighteen weeks. The class hour is sixty minutes in length. A student of marked ability may, with the consent of the faculty, carry eighteen hours, the extra hours to be in Music, Art, or Speech.

FRANCES SHIMER JUNIOR COLLEGE IS ACCREDITED

The work of the School is accredited by the North Central Association of Colleges and Secondary Schools and by other standardizing agencies of similar importance.

A student who has completed the Junior College course at Frances Shimer School may enter all Mid-Western colleges or universities with full Junior standing, provided the work done here is chosen with reference to the requirements of the college of her choice. The following institutions have granted advanced standing to pupils who did one or more years of college work at the Frances Shimer School: Beloit College, Brenau College, University of California, Carleton College, University of Southern California, University of Chicago, University of Colorado, Columbia University, Cornell College, DePauw University, Detroit City College, Drake University, Evansville College, Grinnell College, University of Idaho, University of Illinois, Illinois Wesleyan University, Illinois Woman's College, University of Indiana, University of Iowa, Iowa State College, Iowa State Teachers' College, University of Kansas, Knox College, Lake Forest College, Lake Erie Col-

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lege, Leland Stanford, Jr., University, Miami University, University of Michigan, Mills College, James Milliken University, Milwaukee-Downer College, University of Minnesota, University of Nebraska, Northwestern University, Oberlin College, University of Oklahoma, Penn College, Pomona College, Rockford College, Rollins College, Shurtleff College, South Dakota Northern Normal School, Sullins College, University of Washington, University of Wisconsin.

JUNIOR COLLEGE COURSES

(Open only to students in the Junior College)

ENGLISH

ENGLISH COMPOSITION I: First semester. The purpose of the course is to develop in the student the ability to speak and to write correct and effective English. For this purpose grammar is reviewed for those who need it, punctuation is studied, and personal conferences are held as needed. Weekly themes are required, and one long paper is written to train the student in note-taking, in outlining and organizing material, and in the use of the library. Text: Thomas, Manchester and Scott, *Composition for College Students*.

ENGLISH COMPOSITION II: Second semester. The work is a continuation of English I. Weekly themes are required, and outside reading is done. Two periods per week. One of the two following courses is to be taken in conjunction with this course.

II A. HISTORY OF THE ESSAY: Second semester. The development of the essay is studied from Montaigne to the present time, much reading being required and notebooks kept. The purpose is to develop an interest in reading other than fiction, and stimulate thought on topics of the day as discussed in current non-fiction literature. Two periods per week.

II B. AMERICAN LITERATURE: Second semester. The purpose of the course is to acquaint the student with the principal American writers in both prose and poetry from the Colonial period to 1900, and to show the development of American thought and ideals. Two period per week.

SURVEY OF ENGLISH LITERATURE: Second semester. The course traces the development of English literature from the Anglo-Saxon period to the present day. The characteristics of each literary period are presented. Special reports on outside reading are required, and also the writing of one term paper. The essays and poems are discussed in the classroom. The aim of the course is not merely to cover the ground required, but also to create an appreciation of good literature by means of the principles of literary criticism. Text: *Century Readings for a Course in English Literature*.

III. SHAKESPEARE: First semester. This work begins with a study of Neilson and Thorndike's *The Facts about Shakespeare*. Twelve plays

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representative of the four periods are studied carefully with reference to structure, characterization, and vocabulary. As an introduction to Shakespearean criticism one long paper is required, following a period of careful reading from the works of such critics as Bradley, Brandes, and Thorndike. Prerequisite: English I and English II A or II B.

IV. BRITISH POETS OF THE NINETEENTH CENTURY: Second semester. The poems of Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Browning, and Arnold are studied. The principles of literary criticism are given, and the general characteristics of the Victorian period. One long paper and special reports on library reading are required. Parts of poems are memorized.

V. HISTORY OF THE NOVEL: Second semester. This course traces briefly the steps which led to the novel as a literary form. A study of eighteenth-century realism follows; the novel of purpose; the historical romance; the psychological novel. Considerable time is allowed for the reading and discussing of representative works from contemporary novelists of note. Methods of criticizing prose fiction are presented. One writer is chosen by each student for a more intensive study leading to the writing of a long paper.

HISTORY

1. AMERICAN HISTORY—FROM THE DISCOVERY OF AMERICA TO 1830: Text supplemented by readings and papers. Text: Bassett, *A Short History of the United States*. First semester.

2. AMERICAN HISTORY—1830 TO THE PRESENT TIME: Second semester.

3. ENGLISH HISTORY—PERIOD TO 1603: Supplementary reading in both source and secondary material. Notebook-work and written papers. Text: Robinson, *History of English Progress*. First semester.

4. ENGLISH HISTORY—1603 TO MODERN TIMES: Continuation of first semester.

LATIN

1. CICERO: *De Senectute*; TERENCE: *Phormio*; Latin writing. First semester.

2. LIVY: Books 21 and 22. Selections from Book I. Latin writing. Second semester.

3. HORACE: *Odes*. Outline history of Latin literature. First semester.

4. TACITUS: *Agricola* and *Germania*. Second semester.

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FRENCH

1. FIRST YEAR: Phonetics, grammar, dictation, conversation. Texts: Fraser and Squair, *The New Fraser and Squair Grammar*; Spink, *Le beau pays de France*.

2. SECOND YEAR: Advanced work in grammar and composition. Themes throughout the year. Texts: Labiche et Martin, *La poudre aux yeux*; Fraser and Squair, *The New Fraser and Squair Grammar*; Lavissee, *Histoire de France*; De Sauze, *Contes gais*; Halévy, *L'abbé Constantin*.

3. THIRD YEAR: Grammatical review. Themes and sight translation throughout the year. Reports on books read outside of class. Texts: François, *Advanced French Composition*; Manley, *Eight French Stories*; Dumas, *La question d'argent*; Danemarie, *Le secret de l'étang noir*; Loti, *Pêcheur d'Islande*.

4. FOURTH YEAR: Composition and themes throughout the year. Reports on books read outside of class. Texts: Molière, *Le Bourgeois Gentilhomme*; Corneille, *Le Cid*; Badaire, *Précis de Littérature Française*; Hugo, *Hernani*; François, *Advanced French Composition*.

SPANISH

1. FIRST YEAR: Grammar, pronunciation, dictation, conversation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book*; Pittaro and Green, *Cuentos Contados*.

2. SECOND YEAR: Composition and a thorough grammar review. Reading in class and reports on outside reading. Conversation based on Spanish periodicals. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Martinez Sierra, *Teatro de Ensueno*; Escrich and Carrion, *Fortuna and Zaragueta*.

MATHEMATICS

1. TRIGONOMETRY: Trigonometric functions of angles, logarithms, and the solution of triangles. Relations between functions of more than one angle, inverse functions, and trigonometric equations. Text: Wilczynski and Slaughter, *Plane Trigonometry*. Prerequisite: Algebra and Geometry. First semester.

2. COLLEGE ALGEBRA: Algebraic review, progressions, complex numbers, logarithms, combinations and permutations, mathematical induction, theory of limits, theory of equations, determinants, partial fractions, and probability. Text: Rietz and Crathorne, *Introductory College Algebra*. Prerequisite: Algebra and Geometry. Second Semester.

3. PLANE ANALYTICAL GEOMETRY: Geometry of a straight line, circle, parabola, ellipse, and hyperbola. Transformation of co-ordinates. Tangents and polars of the conic. Polar co-ordinates, graphs, and problems on loci. Text: Fine and Thompson, *Co-ordinate Geometry*. Prerequisite: College Algebra and Trigonometry. First semester. Open to Sophomores only.

4. DIFFERENTIAL CALCULUS: Theory of limits, derivation of formulas for differentiation with applications, maxima and minima, differentials, curvature, partial differentiation, series, and expansion functions. Text: Granville, *Differential Calculus*. Prerequisite: Analytical Geometry. Second semester. Open to Sophomores only.

CHEMISTRY

1. GENERAL INORGANIC CHEMISTRY: Text: Deming, *General Chemistry*. Laboratory manual: Deming and Arenson, *Laboratory Manual*. Laboratory fee, \$5.00 each semester. Four laboratory periods and three recitation periods a week. Both semesters.

2. ORGANIC CHEMISTRY: Four laboratory periods and 3 recitation periods a week. Text: Cohen, *Theoretical Organic Chemistry*. Manual: Fisher, *Laboratory Manual of Organic Chemistry*. Prerequisite: one-year course in General Inorganic Chemistry. Fee, \$5.00. First semester.

PHYSIOLOGY

An introductory course in the study of physiology and includes a study of the circulatory, respiratory, digestive, and nervous systems of the body. The work is partly experimental and partly demonstration. The laboratory manual is prepared by the Physiology Department in the University of Chicago. Text: Kimber and Gray, *Anatomy and Physiology*. Laboratory fee, \$5.00. First semester.

ZOÖLOGY

This course embraces the fundamental principles of zoölogy. Only a few animals, as reviewed from the evolutionary standpoint, are considered. Morphology is correlated with physiology, ecology, and behavior, and serves to illustrate the probable course of evolution. Laboratory fee, \$5.00. Text: Newman, *Elements of Zoölogy*. Laboratory Manual: Hyman. Second Semester.

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BOTANY

1. BOTANY: A general survey of the principles of botany. Morphology is studied by means of type forms from the four great plant groups. Ecology, plant physiology, and reproduction are also considered. Laboratory fee, \$5.00. Text: Sinnott, *Principles and Problems in Botany*. First semester.

2. BOTANY II: Course in Systematic Botany. Prerequisite: Elementary Botany. Laboratory fee, \$5.00. Text: Gray, *Lessons in Botany*. Laboratory manual: Gray. Second semester.

PSYCHOLOGY

An introductory course which aims to acquaint the student with the fundamental facts of the science and its application. Text: Robinson and Robinson, *Readings in General Psychology*. Collateral Reading: Pillsbury, Titchener, Thorndike, Watson, and others.

EDUCATION

A survey course including a study of (1) the development of the American school system, (2) the major problems of Education, and (3) present-day theories and practices in Education. The purpose is (1) to orient the student in the great field of Education and to prepare for specialized study, and (2) to introduce those who wish to prepare for teaching to the problems connected with the organization and administration of schools. Texts: Judd, *Introduction to the Scientific Study of Education*; Frazier and Armentrout, *An Introduction to Education*. Collateral reading: Thorndike, Cubberly, Dewey, Terman, Bagley, Strayer, Charters. Second semester. Open only to college Sophomores.

SOCIOLOGY

The course follows the method of those sociologists who study the group, with some emphasis upon the individual, but with main attention to group action. The processes involved in collective behavior are studied, and an attempt made to relate these processes to actual everyday problems which confront the student. Text: Park and Burgess, *Introduction to the Science of Sociology*. Supplementary reading from sociological material in library.

ECONOMICS

The following are included among objectives in the teaching of economics: (1) to understand the processes by which men make a living—"the nature of man's wealth-getting and wealth-using activities"; (2) to develop capacity for intelligent judgment in economic issues; (3) to recognize that economic factors are present in all social groups; and (4) to build up a technical vocabulary which has to do with economic life. Text: Ely, *Outlines of Economics*; Supplementary, *Outlines of the Economic Order*, University of Chicago Committee. Assigned readings.

BIBLICAL HISTORY

FIRST SEMESTER

HISTORY OF THE HEBREWS: The course includes a study of the political, social, and religious development of the Hebrew people from the call of Abraham to the Babylonian captivity. Text: Kent and Bailey, *History of the Hebrew Commonwealth*.

SECOND SEMESTER

LIFE OF CHRIST: This course is a careful study of the life of Christ, his land, people, times, and his teachings. Texts: Burton and Mathews, *Constructive Studies in the Life of Christ*; Mathews, *Social and Ethical Teachings of Jesus*.

HISTORY OF ART

HISTORY OF ART: Course begins with early Egyptian art but is based mainly on the painting, sculpture, and architecture of the period of the Renaissance and since that time. Instruction is supplemented by the use of pictures. A notebook and two term papers are required of each student. Text: Gardner, *Art through the Ages*. Offered each semester.

HOME ECONOMICS

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics and those who desire some fundamental knowledge of household problems.

1. FOODS: A study of foods emphasizing composition and nutritive value in relation to cost; food combinations; preparation and serving of meals; commercial processes; pure-food legislation; special problems such as child diet, school lunch, and special diets; cost of food in relation

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to the family budget. Three double laboratory periods and two recitation periods a week. Text: Sherman, *Chemistry of Food and Nutrition*. Prerequisite or concurrent: Chemistry. Fee, \$15.00 each semester. Both semesters.

2. CLOTHING I: Construction of garments; study of textiles as to fiber, weave, tests; textile economics; hygiene of clothing; choice and care of clothing. Three double laboratory periods and two recitation periods a week. Text: Woolman, *Clothing, Choice, Cost, Care*. Prerequisite or concurrent: Design. Fee, \$5.00. First semester.

3. CLOTHING II: Advanced garment construction; application of principles of design to costume; use of dress form; study of historic costume in relation to modern dress. Three double laboratory periods and two recitation periods a week. Text: Fales, *Dressmaking*. Prerequisite or concurrent: Clothing I or one year of High-School Clothing; Design. Fee, \$5.00. Second semester.

4. DESIGN: Fundamental principles of design and their application to dress, architecture, etc.; a study of line, light and dark, color, composition, proportion, and lettering. Three double laboratory periods and two recitation periods a week. Text: Goldstein, *Art in Every Day Life*. Fee, \$5.00. First semester.

5. APPLIED DESIGN: Application of design to materials—paper, cloth, leather. Problems in book-binding, portfolios, block printing, tied and dyed work, basketry, and leather tooling. Four double laboratory periods a week. Prerequisite: Design. Fee, \$5.00. Second semester.

6. HOME MANAGEMENT: A study of household budgets and accounts; investments and savings; household equipment and its care; schedule of work; upkeep of the home; home laundering; home nursing. Four recitation periods a week. Text: Andrews, *Household Economics*. First semester.

7. HOME PLANNING AND FURNISHING: A study of historic types of architecture as influencing present-day styles; period furniture; relation of good design in the planning and furnishing of a home artistically and conveniently; house plans. Three double laboratory periods and two recitation periods a week. Text: Robinson, *Domestic Architecture*. Prerequisite: Design. Fee, \$5.00. Second semester.

NOTE.—Foods, Clothing, and Home Management are offered every year. Applied Design will alternate with Home Planning and Furnishing.

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SUGGESTED HOME ECONOMICS COURSE*

	Semester Hours
English.....	8
Chemistry.....	8
Foods.....	8
Clothing.....	4
Design.....	4
Electives.....	28
	<hr/> 60

* Additional Home Economics courses may be chosen as electives. Students who plan to teach before continuing their college work should elect Physiology, Psychology, and Education.

TEACHERS' COURSE

FOR JUNIOR COLLEGE STUDENTS

Students who complete the following course will be recommended by the Illinois State Examining Board to the County Superintendent to receive Provisional Elementary School certificates to teach in the elementary grades. The course meets all the state requirements for a Limited State Elementary certificate except practice teaching. Such a certificate may be obtained after one year of successful teaching.

	Semester Hours
English.....	8
Mathematics or Natural Science.....	8
American or English History.....	8
Economics or Sociology.....	4
Educational Psychology.....	4
Introduction to Education.....	4
Electives.....	28
	<hr/> 60

MUSIC

Credit toward graduation from the Junior College will be given for the following courses which may be offered as electives:

HARMONY

A study of harmony at the keyboard and by written work covering major and minor keys, key relationship, intervals, triads in all forms and their relationship and identification to keys, cadences, all chords of the seventh, the dominant ninth, altered chords, chord progressions in four-part writing, appoggiatura, suspensions, anticipations, passing-

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tones and chords. Analysis of hymns. Text: White, *Harmony and Ear Training*; Chadwick, *Harmony*. Four periods a week. First and second semesters.

HISTORY OF MUSIC

The course in History of Music covers ancient as well as modern music, with special attention to the development of music since 1700. One recitation each week is devoted to compositions of musicians studied in the preceding three recitations, either in the form of a recital or of analysis, in order to make the results of the course of practical value. Text: Hamilton, *Outlines of Music History*. First semester.

APPRECIATION OF MUSIC

The purpose of this course is to develop, through intelligent listening, a better understanding and comprehensive appreciation of the various types, periods, and forms of music; illustrated with records. One hour. Offered each semester.

APPLIED MUSIC

Credit, not to exceed eight of the sixty hours required for graduation from the Junior College, may be given for advanced work done in Piano, Violin, or Voice (not a combination of two) with these conditions:

a) Applicant must present at the same time a course in Harmony covering four hours a week for thirty-six weeks.

b) The work in applied music must be of an advanced grade with one hour's instruction per week and two hours' practice per day for one year.

PUBLIC SCHOOL MUSIC

This course offers an opportunity for comprehensive study of the theory and practice of public-school music. It is offered for high-school graduates who desire to prepare for supervising music in the public schools, and for grade teachers who wish to conduct the work in music in the individual grade.

A diploma will be granted upon the completion of sixty hours of work, which shall include Theory and Practice of Public School Music, and two years of private lessons in Voice. The work in Voice must be of an advanced grade, with one hour of instruction per week and one and a half hours' practice a day throughout the school year. Member-

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ship in the school Glee Club is also required of all students in the Public School Music Course.

FIRST YEAR: Notation; ear-training; outline of systematic work for first four grades; presentation of the rote song; methods of presentation and development of the different rhythmic and melodic problems. Two hours a week, first and second semesters.

SECOND YEAR: Methods (cont.); study of child voice in the upper grades; art of conducting; relation of supervisor to the grade teacher; continuous practice work throughout the year under the direct supervision of the critic teacher. Two hours a week, first and second semesters.

The following tentative course is outlined for those who wish to qualify for the diploma in Public School Music:

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English.....	4	English.....	4
Harmony.....	4	Harmony.....	4
Voice.....	2	Voice.....	2
Public-School Music.....	2	Public-School Music.....	2
Elective.....	4	Elective.....	4
	<hr/> 16		<hr/> 16

SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Public-School Music.....	2	Public-School Music.....	2
Voice.....	2	Voice.....	2
History of Music.....	4	Education.....	4
Psychology.....	4	Electives.....	8
Elective.....	4		<hr/> 16
	<hr/> 16		

EXPRESSION

It is the purpose of this department to stimulate artistic self-expression and to develop a genuine appreciation of the best in literature.

A diploma in Speech is granted to students who complete twelve hours of work in the department and have one year of private instruction in addition to forty-eight hours chosen from courses offered in the other departments of the Junior College. Not more than six hours in Speech may be counted toward the sixty hours required for the diploma

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in the general course in the Junior College. Not more than one diploma will be granted for sixty hours of work.

The following courses, each of which counts two semester hours' credit, are open only to Junior College students:

FUNDAMENTALS OF SPEECH: A course in the principles of speech, including training in the use and cultivation of the voice, and bodily expression as applied to the interpretation of literature. First semester, Freshman year.

PUBLIC SPEAKING: A course designed to give practical training in public speaking, particularly types of speaking demanded of the modern college woman in club and community affairs. First semester, Freshman year.

LITERARY INTERPRETATION: Study of the technique required to interpret the different literary forms: lyrics, ballads, narratives, monologues; special attention to story-telling. The presentation of one program is required. Second semester, Freshman year.

EXTEMPORANEOUS SPEAKING: The purpose of this course is to develop in the student poise, confidence in expressing herself before others, and the ability to think on the platform. Individual attention is given to each student's needs. Second semester, Freshman year.

PLAY PRODUCTION: A course covering the selection, direction, makeup, and costuming of plays. It includes practical experience in the production of plays as well as acquaintance with a large amount of dramatic material. First semester, Sophomore year. Prerequisite: Fundamentals of Speech.

ADVANCED PLAY PRODUCTION: A continuation of the foregoing, with more detailed study of the technique of acting and directing in reference to little-theater and community groups. Each student is given experience in directing a play. Second semester, Sophomore year.

Suggested course for students expecting to classify for the diploma in Speech:

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English Composition	4	English Literature	4
Fundamentals of Speech	2	Literary Interpretation	2
Public Speaking	2	Extemporaneous Speaking	2
Electives	8	Electives	8
	<hr/> 16		<hr/> 16

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SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Play Production.....	2	Advanced Play Production.....	2
Private lessons in Speech.....		Private lessons in Speech.....	
English Literature.....	4	English Literature.....	4
Electives.....	8	Electives.....	8
	14		14

SECRETARIAL COURSE

These courses are open to both Junior College students and Academy Seniors but may not be offered as credit for advanced standing in college or university. It is the aim of this department to equip students with skill in taking moderately rapid dictation and transcribing it accurately. This involves the study of the theory of Gregg shorthand, and its application to material to be dictated—business letters and articles. Typewriting and shorthand are correlated, in so far as this is possible, that the student may learn to transcribe dictated material neatly and accurately. Shorthand may not be elected without typewriting as a concurrent course.

STENOGRAPHY (Gregg shorthand): During the first semester the fundamental principles of the system are learned and a small but common vocabulary built up. In the second semester the theory of shorthand and the work of vocabulary building are continued and are augmented with periods of dictation from business correspondence. One unit. Text: *Gregg Manual*, Revised: *Gregg Speed Studies*. Revised.

TYPEWRITING: During the first semester the student becomes acquainted with the several parts of the machine and acquires a mastery of the keyboard by touch. During the second semester emphasis is placed upon the building up of speed when writing unfamiliar material, and upon acquiring skill in writing the business letter and other business forms. One unit. Texts: *Lessenberry*, *Twentieth Century Touch Typewriting*; *Hakes*, *Typewriting Speed Studies*.

Advanced Shorthand and Typewriting offers the opportunity for acquiring increased speed in taking dictation and transcribing shorthand notes, and for increased skill in typewriting. A portion of the time is given to office practice. One unit. Texts: *Gregg Speed Studies*, Revised; *Sorelle*, *Secretarial Studies*.



WEST HALL



PHYSICAL EDUCATION

The aim of this department is to promote health, teach mastery of the body, improve posture, correct physical weaknesses, and to develop ideals of good sportsmanship. A large campus affords opportunity for out-of-door sports in the fall and spring. The nine-hole golf course on the campus is unusually attractive and well kept. A thoroughly modern and completely equipped gymnasium and swimming pool furnish opportunity for all indoor activities.

The seasonal program offers:

Fall: Hockey, tennis, golf, hiking, swimming.

Winter: Basket-ball, gymnastics, low and high organized games, interpretative dancing, hiking, swimming, coasting, and skiing.

Spring: Tennis, interpretative dancing, soccer, golf, hiking, base-ball, swimming.

At the beginning of the year each student is given a thorough physical examination, and the kind and amount of work will be assigned on the basis of this examination.

Every student is required to have some form of physical exercise, designed to meet her individual needs, four periods a week throughout the school year.

Interest in sports is spirited. There are interclass contests in hockey and basket-ball. The annual tennis and golf tournaments, in which players compete for the golf and tennis cups, are eagerly awaited. Interpretative and folk-dancing are combined with dramatic work in the May Fête and other interesting programs.

The regulation gymnasium suit consists of black basket-ball trunks, white middies, high white tennis shoes and white socks. For swimming: grey cotton tank suit. For dancing: bathing suit. These articles may be ordered through the school Book Store at a moderate cost.

COLLEGE PREPARATORY COURSE

The course of study in the Academy includes the requirements necessary for admission to the best colleges. Any academic pupil who wishes to prepare for a specified college or university may pursue such studies as are required by that institution; other pupils may select such studies as they prefer, subject to conditions stated below.

Pupils who have completed the eighth grade may enter the first-year class.

Before classification pupils must present an official report from the school last attended, showing courses pursued, grade, and honorable dismissal. Classification will be delayed until a certified list of credits is presented; work done under private tutors will be accepted only on examination.

Pupils who desire certification to college must spend the Senior year here, carrying not less than four courses.

Fifteen units are required for graduation. A unit is credit given for a course meeting five times a week for the school year.

Each pupil is expected to carry four subjects; strong pupils may carry an extra course in Music, Art, or Speech. Physical Education is required of all pupils in addition to the 15 units mentioned above.

REQUIREMENTS FOR GRADUATION

I. GENERAL COURSE

	Units
English.....	3
Foreign language*.....	2
History.....	1
Mathematics.....	2
Science, taken in third or fourth year.....	1
Electives.....	6
	<hr/> 15

* Both units must be in the same language.

II. COLLEGE ENTRANCE BOARD EXAMINATIONS

The following course is suggested for students who are preparing to take the examinations of the College Entrance Board for admission to the eastern colleges for women: Mount Holyoke, Smith, Vassar,

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Wells, and Wellesley. Fifteen units shall be chosen from the following courses with reference to the requirements of the college which the candidate expects to enter. If admission is sought by the "new plan" it is suggested that those subjects which are offered for entrance shall be taken in the Senior year.

No student will be recommended for these examinations whose scholastic average is not 80 or above.

FRESHMAN YEAR

	Periods
English.....	5
Latin.....	5
Algebra.....	5
History.....	5

SOPHOMORE YEAR

	Periods
English.....	5
Latin (Caesar).....	5
Geometry.....	5
Modern Language or History.....	5

JUNIOR YEAR

	Periods
English.....	5
Latin (Cicero).....	5
Modern Language.....	5
Science (Botany).....	7
or	
Mathematics (Adv. Alg.).....	5
or	
History.....	5

SENIOR YEAR

	Periods
English.....	5
Latin (Vergil).....	5
Modern Language.....	5
and	
Science (Physics).....	7
or	
Mathematics (Solid Geom.....	4
Math. Review.....	1
or	
History.....	5

ELECTIVES

Language—Latin, French, Spanish.

History—Greek, Roman, Modern, American, and Civics.

Science—Physiology, Botany, Physics.

Mathematics—Advanced Algebra, Solid Geometry.

Special Subjects—Music, Art, Domestic Science, Stenography, Typewriting.

One unit in Domestic Science will be accepted for graduation, made up from one-half unit in Sewing and one-half unit in Cooking. Credit will not be given for less than one unit.

One unit in Applied Music will also be accepted for credit toward graduation provided the work is preceded by at least two years' training and provided it is combined with the course in History of Music, for which one unit is also granted. One-half unit in Applied Music—piano,

voice, or violin—may be secured by taking instruction one hour a week and practicing one hour a day for the school year.

One unit in Art is given for ten hours a week extending through the year. Not more than three of the fifteen units offered for graduation may be made up of Music, Art, Stenography and Typewriting, Cooking, Sewing.

A modern language may not be taken until the second year.

Stenography is open to students in the fourth year of the high-school course.

ENGLISH

FIRST-YEAR ENGLISH: First semester: The objective of this course is to create a taste for good books and to develop the ability to read work of moderate difficulty with intelligence and appreciation. Furthermore, stress is laid upon written work, that a correct foundation may be laid in grammar, punctuation, penmanship, and paragraphing. Such works as George Eliot's *Silas Marner*, Irving's *Sketch Book*, Shakespeare's *As You Like It*, and Scott's *Lady of the Lake* are studied in class. Part of the second semester is given to the study of myths as a preparation for classical allusions in literature. Several books are read outside of class. The grammar work is based on the text of Tanner's *Correct English*.

SECOND-YEAR ENGLISH: First semester: During the second year the study of standard classics is continued. The chief Shakespearean play studied is *The Merchant of Venice*. *One Hundred Narrative Poems* is read, with some emphasis on kinds of verse and the technic of poetry. The grammar work is continued from the Freshman year, Tanner's *Correct English* still being used as a text. Written work is continued, special emphasis being placed on the making of correct, well-formed, and complete sentences.

THIRD-YEAR ENGLISH: The aim of this year is to develop an appreciation of literature in relation to life. The work is based upon the collection of classics found in Greenlaw and Miles' *Literature and Life*, Book III. The written work emphasizes the development of longer themes. Paragraphing is taught. The work of the year also includes a careful review of grammar.

FOURTH-YEAR ENGLISH: First semester: The fourth year is a preparation for the Comprehensive Examination given by the College Entrance Board. However, its larger purpose is to cultivate a fondness

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for good literature and to encourage the habit of reading with discrimination. Greenlaw and Miles' *Literature and Life*, Book IV, is used as a text for the work in literature. Tanner's *Composition and Rhetoric* is the basis of the work in composition. An intensive study of a Victorian novel with reference to the technique of plot, characters, and setting completes the literature work of this semester. In composition, a weekly theme is required, and writing during class periods. Quotations are learned and written from memory. A brief review of English grammar is given, with special emphasis on clauses, infinitives, and participles.

Second semester: The work of this semester emphasizes the modern period. Contemporary essays, verse, and plays are read. Several book reports are required. *Précis* writing takes the place of grammar. Weekly themes take the form of expositions and editorials. One long term paper is required in order to give drill in outlining, note-taking, and the general use of a library.

LATIN

FIRST SEMESTER

FOUNDATIONS OF LATIN (1): Inflections. Text: Ullman and Henry, *Elementary Latin*.

CAESAR (2): *Gallic War*, Book i, 1-29; Book ii. Prose Composition. Text: Beeson and Scott, *Second Year Latin*.

CICERO (3): *In Catilinam* i, ii, iii. Text: Moore, *Cicero's "Orations."*

VERGIL (4): *Aeneid*, Books i, ii, iv. Text: Fairclough and Brown, *Vergil's "Aeneid."*

SECOND SEMESTER

FOUNDATIONS OF LATIN: Syntax, Reading. *Fabulae Faciles*.

CAESAR: *Gallic War*, Books iii, iv; selections from Books v and vi. Prose Composition.

CICERO: *In Catilinam* iv; *De Imperio Cn. Pompei*, *Pro Archia*, and selections from *Letters*.

Aeneid vi. Selections from Ovid.

LATIN REVIEW COURSE (one period a week)—for Seniors preparing to take college-entrance examinations.

FRENCH

FIRST SEMESTER

FIRST YEAR: Conversational method. Text: Meras, *Le premier livre*.

SECOND YEAR: Advanced work in grammar. Text: Lavissee, *L'histoire de France*; De Sauze, *Contes Gais*.

THIRD YEAR: Composition and conversation continued throughout the year. Text: Manley, *Eight French Stories*; Danemaric, *L'étang noir*.

SECOND SEMESTER

FIRST YEAR: Text: Meras, *Le second livre*.

SECOND YEAR: Text: Lavissee, *L'histoire de France*; Halevy, *L'Abbé Constantin*.

THIRD YEAR: Text: Loti, *Pêcheur d'Islande*; Dumas, *La question d'argent*.

SPANISH

FIRST SEMESTER

FIRST YEAR: Grammar, pronunciation, conversation, and dictation. Text: Wilkins, *New First Spanish Book*.

SECOND YEAR: Composition and thorough grammar review. Conversation and themes based on reader. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Escrich and Carrion, *Fortuna and Zaragoza*.

SECOND SEMESTER

FIRST YEAR: Continuation of first semester's work in grammar, pronunciation, conversation, and dictation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book*; Valera, *El Pajaro Verde*.

SECOND YEAR: Continuation of grammar review. Current events from Spanish periodicals. Reading in class and reports on outside reading. Texts: Seymour and Carnahan, *Short Spanish Review Grammar*; Martinez Sierra, *Teatro de Ensueno*; Alarcon, *El Capitan Veneno*.

SCIENCE

PHYSIOLOGY (1): The course presents in an introductory manner the general anatomy and functions of the human body. It is adapted to first-year students and aims to give a knowledge of the processes of circulation, respiration, digestion, and nervous control. Demonstrations. Laboratory. After giving a brief summary of the normal activities of the body, the course aims to give reasons and methods for promoting

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good health in individuals and communities. There is also a practical study of first aid.

PHYSICS (4): Millikan and Gale. Laboratory work twice a week. Laws of Motion; Pressure in Liquids and in Air; Molecular Motions and Forces; Work and Heat Energy; Magnetism; Electricity, Sound, and Light.

BOTANY (3): Andrews. An elementary study of the structure, nutrition, and classification of plants. The principles of plant propagation and breeding, forestry and ecological grouping. Field trips form an important feature of the course.

MATHEMATICS

FIRST SEMESTER

ALGEBRA (1): Slaught and Lennes. Elementary Course. Introduction to the Equation; Positive and Negative Numbers; Addition, Subtraction, Multiplication, and Division; Squares of Binomials; Graphs.

PLANE GEOMETRY (2): Slaught and Lennes. Plane Geometry, Rectilinear Figures; Straight Lines and Circles.

ALGEBRA (3): Slaught and Lennes. Advanced Course. Review of Elementary Algebra, with a more complete study of Quadratic Equations, Ratio, Variation and Proportion; Exponents and Radicals; Progressions; Binomial Theorem.

SECOND SEMESTER

ALGEBRA (1): Simultaneous Equations; Special Products and Quotients; Factors; Quadratic Equations; Fractions with Literal Denominators; Ratio and Proportion.

PLANE GEOMETRY: Measurement of Straight Line-Segments; Areas of Polygons; Regular Polygons and Circles. Original demonstration throughout the course.

SOLID GEOMETRY: Lines, planes, and angles in space; a consideration of polyhedrons, cylinders, cones, and spheres, with computation of surfaces and volumes. Text: Slaught and Lennes, *Solid Geometry*.

HISTORY

FIRST SEMESTER

GREEK HISTORY (1): Text: Breasted, *Ancient Times*.

MEDIEVAL HISTORY (2): Webster, *Medieval and Modern History*. From the period of the German migrations into the Roman Empire through the Reformation.

UNITED STATES HISTORY: A brief survey of events in the United States from the discovery of America through the period of reconstruction. Text: Fite, *History of the United States*.

SECOND SEMESTER

ROMAN HISTORY: Text: Breasted, *Ancient Times*.

MODERN HISTORY (2): Webster, *Medieval and Modern History*. From the Reformation to early twentieth-century Europe.

CIVICS (3): Study of the form and functions of government. Text: Forman, *American Democracy*.

Supplementary reading, some source work, and notebooks required in all history courses.

HOME ECONOMICS AND HOUSEHOLD ART

SEWING: Study of textile fibers and fabrics; fundamental processes in construction of garments; use of sewing-machine and attachments. Three double laboratory periods and 2 recitation periods a week. Text: Small, *How To Know Textiles*. Fee, \$5.00. Credit, $\frac{1}{2}$ unit. First semester.

COOKING: Study of types of foods and their relation to health; preparation and serving of meals; some experimental work. Three double laboratory periods and two recitation periods a week. Text: Wellman, *Food Study for High Schools*. Fee \$15. Credit, $\frac{1}{2}$ unit. Second semester.

APPLIED MUSIC

One unit in Applied Music will also be accepted for credit for graduation provided the work is preceded by at least two years' training and provided it is combined with the course in History of Music for which one unit is also granted. One-half unit in Applied Music—piano, voice, or violin—may be secured by taking instruction one hour a week and practicing one hour a day for the school year.

HISTORY OF MUSIC

Required of all Academy students who wish credit in Applied Music. 1 unit.

ART

One unit of credit in Art is granted for ten hours a week class work in the studio for one year. See Department of Art.

DEPARTMENT OF MUSIC

PIANO COURSE

This course, which pupils of average musical ability may, by taking two half-hour lessons per week and practicing three or four hours per day, complete in three years, is divided into six grades. In every grade a sufficient number of pieces will be given to insure proper development of style. The course for graduation also requires sufficient work in accompanying and transposing to render the pupil proficient in both.

Students may enter any grade for which they are found qualified. Some previous knowledge of the rudiments of music is expected of pupils entering the regular course. Superior advantages, however, are provided for those beginning music.

GRADES I AND II

Major and minor scales with corresponding chords and arpeggios and finger technique; studies by Duvernoy, Opus 176 and 120; Krause, *Trill Studies*; Loeschhorn, Opus 66, Book 1; Heller, Opus 47; Lecoupepy, Opus 26; Bach, little preludes and two-part inventions; sonatinas; easy sonatas by Mozart, and Beethoven, Opus 49, Nos. 1 and 2; also melodious pieces of corresponding difficulty.

GRADES III AND IV

Scales continued; chords and arpeggios of the dominant and diminished sevenths; studies by Biehl, Opus 60 and 66; Loeschhorn, Opus 66, Books 2 and 3; Czerny, Opus 299; Hasert, Opus 50; Heller, Opus 45 and 46; Bach, three-part inventions and French suites; selections from Händel, *Album*; sonatas continued; Mendelssohn, "Song without Words"; modern composers.

GRADES V AND VI

Scales in double thirds; octave studies and advanced technical work; studies by Czerny, Opus 740; Cramer and Clementi, *Gradas ad Parnasum*; Bach, English suites and clavichord; Schumann's compositions; Weber's works, and pieces by Bendel, Godard, MacDowell, Liebling, Loeschhorn, Chopin, Henselt, and Grieg; Beethoven's sonatas; Bach's preludes and fugues.

ADVANCED COURSE

For those who desire to continue in the School and carry their work to a greater degree of attainment an advanced course has been arranged, as follows:

Czerny, *School of the Virtuoso*; Kullak, *Octave Studies*; études by Neupert, Seeling, Foote, and Moscheles; sonatas by Scarlatti, Weber, and Grieg; concerto in D minor, Mozart, and in C major, Beethoven; compositions by Raff, Reinecke, Liszt, Rubinstein, Schumann, Sinding, Debussy, and others; Beethoven's more important sonatas.

VIOLIN COURSE

GRADES I AND II

Particular attention is given to position, the manner of holding the violin and bow; also to good intonation and tone quality. Hohman, Books I and II; Mitchell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Mazas; Pleyel duos; Ries, Book I; pieces of corresponding grade.

GRADES III AND IV

Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Ries, Book II; Dancla, *Airs Variés*, Opus 89; selected pieces.

GRADES V AND VI

Hans Sitt or Schradieck scales; Sevcick, *Changes of Positions*; Mazas, Opus 36, Book I; Kreutzer, to double stop; études; Casorti, *The Technique of Bowing*; selected sonatas and concertos; suitable pieces; ensemble work.

ADVANCED COURSE

Mazas, Opus 36, Book II; Herman, preparatory double-stop études; Kreutzer, double stops; Fiorillo; Rode, caprices; Rovelli; Ganinie; Dancla, Opus 100. More difficult concertos and sonatas and pieces of corresponding grade.

VOCAL COURSE

MISS WALLACE

The first and most important consideration in voice-building is the establishment of correct breathing. This fact will be emphasized throughout the entire course.

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GRADES I AND II

Exercises for tone production; exercises in breathing; elements of notation; exercises in vocalization and solfeggio; sight-singing.

GRADES III AND IV

Exercises in vocalization and solfeggio continued; exercises for articulation in English and Italian; studies by Sieber, Concone, Vaccai, Lamperti, Marchesi, and others are used; arias of moderate difficulty, ensemble singing.

GRADES V AND VI

More difficult studies in phrasing and expression; exercises for flexibility, embellishment, etc., at the same time building and memorizing a repertoire of church, concert, and operatic music.

ADVANCED COURSE

The continuation of first course, with more finish and breadth of style; greater familiarity with the standard operas and oratorios; Bordogni's 36 *Vocalists*, Books I, II; exercises, studies, and pieces of noted difficulty; proficiency in sight-singing; a knowledge of piano music equal to third grade. The final examination will include the rendering of a recital program memorized.

REQUIREMENTS FOR GRADUATION IN DEPARTMENT OF MUSIC

Completion of Grade VI in Piano, Violin, or Voice.

A public recital, the program to be selected by the instructor to suit the style and ability of the player.

The following Academic work:

	Diana
English.....	1
French, Latin, or Spanish.....	2
History.....	1
Harmony.....	1
History of Music.....	1
Electives.....	1

A diploma is granted upon completion of this course.

DEPARTMENT OF ART

The study of Art is encouraged among all pupils who have interest and ability in this particular field. Opportunity is offered for work in a variety of mediums with both vocational and cultural objectives.

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GRADES I AND II

Chiefly pencil and charcoal work from the simpler casts, in outline and general light and shade, together with studies of familiar objects from still-life. Colored pencils, chalks, and pen-and-ink drawing. A pencil sketch class gives all students an opportunity to draw from nature, still-life, and life.

GRADES III AND IV

Drawing from the more difficult antique casts, with shadows carried farther. Pictorial composition. Outdoor sketching in various materials. Pastel and pen-and-ink work. Decorative work including enamels, gesso-craft, stenciling, fabric painting, and block printing. Studies from nature and still-life in monochrome and color.

GRADES V AND VI

Sketching and more difficult cast work. Water-colors and oils, from advanced still-life, and arrangements of fruits and flowers. Outdoor, interior, and life drawing and painting.

ADVANCED COURSE

Those who have completed the regular course and desire to continue are given a year of advanced work, consisting of original studies in all mediums. These are expected to show the pupils' ideas of composition in form, design, and color.

This course requires a minimum of three hours' instruction daily.

EQUIPMENT

The Studio is large and well lighted and is supplied with a collection of casts, pottery, antique brass and copper, draperies, studies, designs, and current art magazines.

REQUIRED ACADEMIC WORK FOR GRADUATION IN ART

	Units
French or Latin or Spanish.....	2
History.....	3
Rhetoric and Composition and Literature.....	3
History of Art.....	$\frac{1}{2}$
Elective Scholastic Work.....	6 $\frac{1}{2}$

EXPENSES

The sum of \$10.00 must accompany the application for a room. This deposit will be deducted from the bill of the first semester, or, if the pupil gives up the room before August 1, the deposit will be returned on request.

It is understood that all resident students enter for the year unless written arrangements to the contrary are made on entering.

When a student is compelled to be absent from the School by protracted illness of the student herself covering six weeks or more during term time, the loss for the time after the room is surrendered may be shared between the pupil and the School.

The School reserves the right to dismiss any student who shows herself out of harmony with the aims and ideals of the School. No money is refunded to students who are dismissed or suspended.

Pupils who are absent from the first recitation after the vacation in the winter or spring will be charged \$5.00.

No pupil whose bills are not fully paid may receive a diploma.

Books, stationery, art materials, music, and other supplies may be purchased at the Book Store at current prices. These charges will be rendered three times a year.

The School offers a small number of worthy pupils of limited means opportunity to reduce their expenses by doing clerical work or work in the dining-room. Prospective students who seek such aid should write to the President, stating what part of the regular bill it is essential that they earn, and what kinds of work they are able and willing to do.

SUMMARY OF EXPENSES

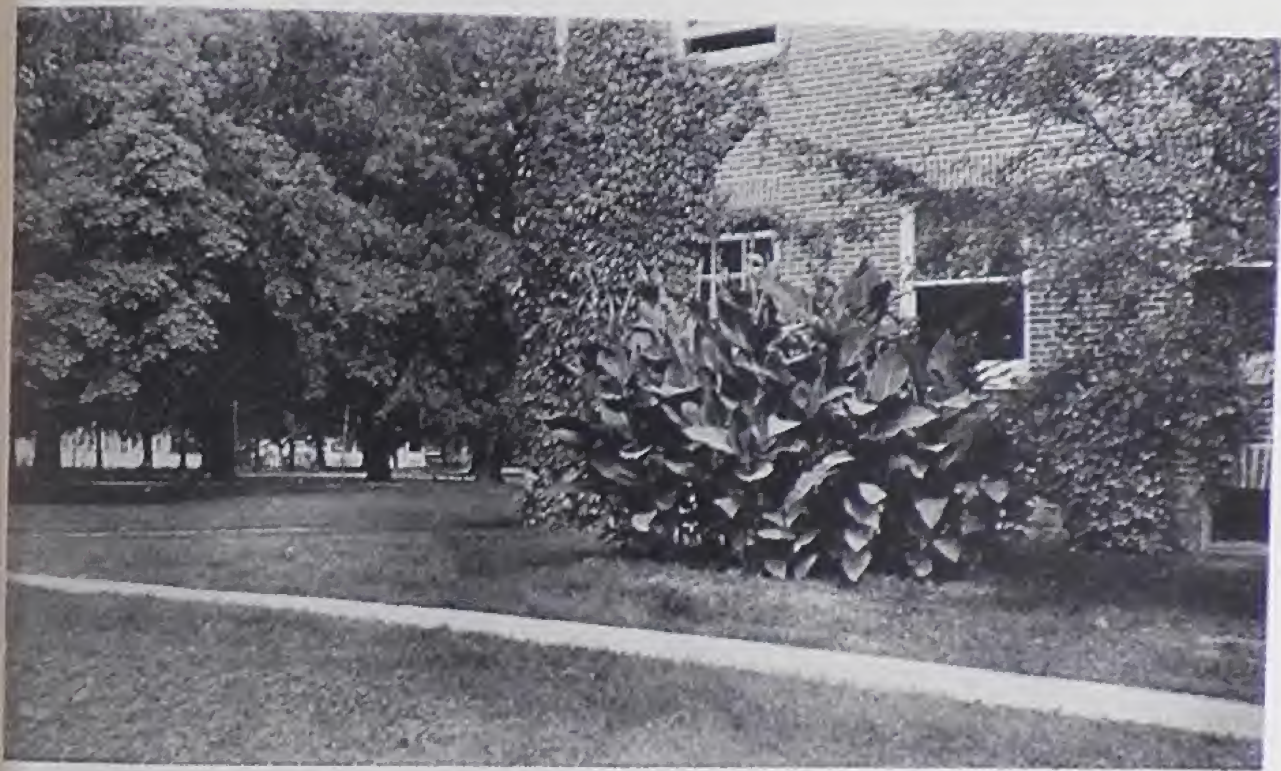
CHARGES FOR THE SCHOOL YEAR

Home and tuition for the year, including board, room (with room-mate), heat, electric light, washing of fourteen plain pieces of laundry a week, regular gymnastic work, chorus class, and tuition in not to exceed four studies in all branches except as noted below under "Extra Expenses." Of this amount \$10.00 is payable when room is engaged, \$390.00 at opening in September, and \$250.00 January 1.....	\$650.00
Those who enter for second semester only, pay \$350.00	
Extra Study—per year.....	25.00
Tuition—day pupils.....	150.00
Lecture and recital fee for all resident pupils and all scholastic day pupils.....	10.00

EXTRA EXPENSES FOR SCHOOL YEAR

Payable one-half at opening and January 1

Single room.....	\$ 60.00
Piano lessons, principal, one hour a week.....	100.00
Piano lessons, assistant.....	80.00
Lessons in Singing.....	100.00
Violin lessons, one hour a week.....	100.00
Public-school music, two hour lessons a week, for the first year....	50.00
Second year, same as first year, with the addition of practice work under critic teacher.....	50.00
Lessons in Harmony and Analysis, four hour lessons a week, three or more in class, for the year.....	30.00
Sight-singing, two half-hour lessons a week.....	15.00
Use of piano one hour a day.....	10.00
Extra hours.....	7.50
Use of room for violin practice.....	5.00
Lessons in Art (pencil-drawing, charcoal, pen-and-ink, water-color, oil, pastel), 10 hours per week (one unit, 36 weeks).....	90.00
More or less time, not less than three hours a week in art, as above, per hour.....	.25
Speech, two lessons a week, private, one-half hour long.....	45.00
Swimming.....	10.00
Courses in home economics (see that department)	
Courses in stenography and typewriting, one semester, \$30.00; two	60.00
Laboratory fee, chemistry, zoölogy, and physiology, per semester (see departments).....	5.00
Board, winter and spring vacations, \$2.00 per day; per week.....	10.00
Graduation fee.....	5.00



Campus Views



STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization maintains a weekly prayer-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

CABINET FOR 1929-30

President.....	LILLIAN O'NEILL
Vice President and	
Chairman of Membership Committee.....	REBECCA MURDOCK
Secretary and	
Chairman of Publicity Committee.....	THELMA FARR
Treasurer and	
Chairman of Finance Committee.....	MARGARET ALLEN
Chairman of Social Service Committee.....	LINTA MORAN
Chairman of Religious Education Committee.....	ANNE AVERY
Chairman of Religious Meeting Committee.....	MARY PALMER
Chairman of Social Committee.....	ROBERTA LELAND
Chairman of Advisory Board.....	MISS FORTNA

ATHLETIC ASSOCIATION

Purpose.—To arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department.

The point system offers four different awards: a small emblem, a large emblem, High Honors, and Laurel Links.

The Athletic Association sponsors the College-Academy hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.

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ATHLETIC ASSOCIATION OFFICERS, 1929-30

President.....	ROBERTA IRLAND
Secretary.....	JUNE ROBERTS
Treasurer.....	DOROTHY MURTON
Recorder of Points.....	MARGARET AMLDING
Head of Golf.....	MARY DEBBER
Head of Tennis.....	HELEN HULTS
Head of Basket-Ball.....	TIRZAH PRICE
Head of Volley-Ball.....	LUCILE WILBREN
Head of Swimming.....	GERALDINE MITCHELL
Head of Hockey.....	MARJORIE BROWNING
Head of Hiking.....	MABEL KIRKPATRICK
Head of Dancing.....	REBECCA MURDOCK

GREEN CURTAIN

A Dramatic club, organized to create interest in good drama. Meetings are held for the reading and discussion of plays. The Club presents one or more long plays during the year and various one-act plays.

President.....	MADRYN HELM
Vice-President.....	REBECCA MURDOCK
Secretary.....	DOROTHY OLIVER
Treasurer.....	HELENE THURSTON

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer School.

Members, 1929-30:

JULIA SPICKLER	ANITA HURLBY
DOROTHY YOKOM	REBECCA MURDOCK
HELENE THURSTON	

FORI SOCIAE SORORES

It is the purpose of the Latin Club to become familiar with club organization and procedure, and to enjoy the Latin language and Roman customs in some of their lighter aspects.

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POETRY CLUB

The members of this Club devote their meetings to the reading of poetry which appeals particularly to members or the leader, and to discussions of the work of poets not studied in literature classes.

COLLEGE GLEE CLUB

Open to college students interested in singing. It is the purpose of this Club and the Chorus to extend acquaintance with and to create appreciation for good music, and to furnish opportunity for musical expression. The clubs appear on various School programs during the year and present a joint recital.

CHORUS

This organization is open to Academy or College students interested in singing.

STUDENT PUBLICATIONS

Frances Shimer Record is a student publication, issued four times a year under the supervision of the English Department. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced.

GENERAL INFORMATION

Residence halls.—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the school buildings. Students living in the dormitories avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house pupils are furnished on entrance. In general, they provide for such order and behavior of the pupils as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Academy pupils are free within the grounds in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by two students. An extra charge is made for a single room. All rooms are furnished with single beds (3 feet \times 6 feet 3 inches), chairs, study tables, chests of drawers, and window shades. The windows are 6 \times 4 feet; the tops of the chests of drawers, 38 \times 19 inches. Students furnish *rugs* (if desired), *bedding*, *curtains*, *towels*, *napkins and napkin ring*, *knife, fork, and spoon* (for use at *spreads and picnics*). It is also recommended that they provide themselves with a *hot-water bottle*, an *umbrella*, and *heavy walking shoes*.

The girls are required to care for their own rooms. On school days the rooms must be clean and in order by eight o'clock when recitations begin.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms.

Dress.—The School does not dictate definite rules for dress, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing, two standards be observed: suitability and simplicity. For school wear, one-piece dresses of material suited to the season have been found satisfactory. The conventional dinner dress has no place in the school wardrobe, although pupils do not wear their school dresses to dinner. One or two simple evening dresses for wear at the School parties are essential. Millinery is not an important problem. A simple tailored hat of becoming shape is all that is required.

The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and walking, plain, well-made sport oxfords with low or medium heels are best.

Clothing which must be sent to the laundry should be plain. An extra charge will be made for all pieces difficult to iron, and for laundering blouses between December 1 and April 1. Laundry must be marked, in all cases, with woven names (not initial letters) made by J. & J. Cash Company, South Norwalk, Connecticut.

Absences.—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Women on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean of Women and in ample time for correspondence. Frequent absences interfere with the studies and health of the pupil concerned and also disturb the work of other students, seriously diminishing the efficiency of the School.

Guests.—Parents who come to inspect the School, or who bring their daughters to the School, are particularly welcome. When notified in advance, the School makes arrangements for the entertainment of friends of pupils not to exceed three days at one time. At Commencement, only guests of Seniors can be received. Pupils are not excused from any regular school duty on account of guests, and are not allowed to go to the railway station to meet guests or see them depart.

Allowances.—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. A college branch of the local bank is maintained for the benefit of student depositors.

Telephones.—The use of the telephone is restricted, in the interest of pupils. All conversations are limited to parents and during recreation hours.

Express and telegrams.—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Permissions.—Special requests for permissions of any kind should

come from the parent to the Dean of women direct, not through the students. Parents should not consent to requests by pupils, involving suspension of School regulations, until written request has been made to the Dean direct and answer has been received.

Secret societies.—All secret societies are forbidden in the School.

Smoking.—No student may smoke while under the jurisdiction of the school.

ORDER FOR THE DAY

- 6:30 A.M. Rising bell
- 7:00 A.M. Breakfast
- 7:45 A.M. Chapel
- 8:00-12:00 A.M. Classes, study
- 12:10 P.M. Luncheon
- 1:00-4:00 P.M. Classes, study
- 4:00-6:00 P.M. Recreation
- 6:00 P.M. Dinner
- 7:00-9:00 P.M. Study hours
- 9:30 P.M. Lights out, Academy students
- Saturday evening, recreation
- Monday: weekly holiday; study hours: 10:00-12:00 A.M., 7:00-9:00 P.M.

GRADUATES, 1929

JUNIOR COLLEGE

Alspaugh, Ellen Alice	Livingston, Mont.
Beck, Helen Mae	Benton, Wis.
Best, Catherine Lucille	Milwaukee, Wis.
Boyce, Mabel Hannah	Holland, Mich.
Cahn, Beth B	Sterling
Callahan, Mary Elizabeth	Chicago
Canavan, Elizabeth B	Chicago
Dambman, Erma Mae	Chadwick
Davis, Mildred Virginia	Savanna
Fogle, Dorothea Wood	Wheaton
Fries, Betty Lee	Chicago
Imig, Catherine Beth	Evansston
Joseph, Ruth	Marion
Landsberg, Margaret G	Sac City, Iowa
Mull, Mildred Alta	Cedar Rapids, Iowa
Munger, Margaret Edith	Spencer, Iowa
Patton, Dorothy	Mount Carroll
Phillips, Marjorie	Mount Carroll
Prall, Amy West	Clinton, Iowa
Sayer, Margaret Constance	St. Louis, Mo.
Senn, Gladys Evelyn	Chicago Heights
Shimmin, Edith Mona	Rockford
Spensley, Olive Lorraine	Chicago
Steinaker, Kathryn Jane	Beloit, Wis.
Stenquist, Augusta Sofia	Mount Carroll
Steven, Gladys Louise	Chicago
Williams, Mildred May (diploma in Speech)	Chinook, Mont.
Wilson, Eleanor	Moline
Woodland, Mary S	Omaha, Neb.
Yokom, Florence Eleanor (diploma in Speech)	Dubuque, Iowa

ACADEMY

Anderson, Elizabeth	Red Wing, Minn.
Anderson, Jane Margaret	La Grange

Avery, Edythe	Akron, Ohio
Bledsoe, Maxine Nellie	Chicago
Burrows, Marjorie	Des Moines, Iowa
Crane, Marjory Douglas	Evanston
Cummings, Dorothy Maude	Chicago
Finley, Ann Josephine	Oneida
Fryer, Dorothy Harriet	Milwaukee, Wis.
Hageman, Mary Elizabeth	Rippey, Iowa
Hench, Marjorie	Evanston
Hull, Alyce Mae	Chicago
Kirby, Annette	Chicago
Knapp, Louise	Chicago
Larsen, Ramona Marie	South Haven, Mich.
Lubowich, Ethel Jay	Chicago
Miller, Marion Beatrice	Milwaukee, Wis.
Murton, Dorothy Mae	Chicago Heights
Noble, Mary Josephine	Chicago
Pullen, Mary Elizabeth	Oak Park
Salmen, Edna Johanna	Winnetka
Snyder, M'Lisse Irene	Decatur
Tideman, Edith Cecelia	Wilmette
Van Kuren, Pearl M.	Cedar Rapids, Iowa
Williams, Margery	La Grange

JUNIOR COLLEGE STUDENTS, 1929-30

SOPHOMORE CLASS

Allanson, Ruth Arline	Mount Carroll
Allen, Jane	Rockford
Amlong, Margaret Ellen	Aledo
Bragg, Doris Mac	Worcester, Mass.
Browning, Marjorie Ann	Mott, N.D.
Claussen, Alvera Madalene	Manning, Iowa
Cox, Mary Louise	Wyandotte, Mich.
Duner, Vendela Virginia	Wheaton
Estep, Virginia Hayes	Chicago
Fick, Florence	Quincy
Fulmer, Helen Mary	Mount Carroll
Hecox, Elizabeth	Los Angeles, Calif.
Helm, Madelyn	Richland Center, Wis.
Hess, Virginia Van	Chicago
Hollinshead, Frances R.	Fulton
Hughart, Thyria	Hampton, Iowa
Hults, Helen Elizabeth	Sterling
Hurley, Anita	Mount Carroll
Iddings, Mary Jean	Crown Point, Ind.
Irwin, Lucille	Mount Carroll
Kearnaghan, Helen Mary	Mount Carroll
Keizer, Margaret	Riverside
Kirkpatrick, Mabel Eula	Nichols, Iowa
Leland, Frances Roberta	River Forest
McEwen, Jean A.	Rolfe, Iowa
MacKechnie, Hester Cohoon	Chicago
Miller, Martha Jane	Chicago
Mitchell, Geraldine Lee	Chicago
Murdock, Rebecca Elizabeth	Oregon
Neely, Aileen Pingle	Carbondale
Newman, Orvilla	Peru, Ind.
Oliver, Dorothy Louise	Kewanee
O'Neill, Lillian Harriet	Elmhurst
Palmer, Mary Ruth	Ottawa

THE / FRANCES / SHIMER / SCHOOL

Price, Tirzah Marvene	Madison, Wis.
Randall, Dorothy Carolyn	Rockford
Russell, Mildred	Sac City, Iowa
Ryder, Margaret Louise	Rockford
Spickler, Julia Marguerite	Muscatine, Iowa
Swannell, Caroline Wells	Kankakee
Sweitzer, Mildred Florence	Mount Carroll
Swenson, Helen Ernestine	Rockford
Thurston, Helene	Chicago
Tims, Delight	Tama, Iowa
Van Buskirk, Miriam Adele	Villa Park
Waddell, Avis Elizabeth	Paton, Iowa
Webb, Mary Evelyn	Chicago
Wentz, Georgia Marion	Lake City, Iowa
Wilkes, Caryl	Chicago
Yokom, Dorothy Jane	Dubuque, Iowa

COLLEGE FRESHMAN CLASS

Alexander, Ruth Caryol	Chicago
Anderson, Lenore	Shawano, Wis.
Austin, Dorothy Lois	Chicago
Beaver, Kathleen Virginia	Hannibal, Mo.
Bivin, Winifred Mary	Chicago
Boyce, Mary Elizabeth	Holland, Mich.
Bridge, Madeline Dorothy	Albert City, Iowa
Brooking, Madeline	Kokomo, Ind.
Burroughs, Mary Margaret	St. Louis, Mo.
Burt, Mary Regina	Emmetsburg
Calkins, Lucille Evelyn	Chadwick
Campbell, Marie Simons	St. Louis, Mo.
Churchill, Elizabeth Catherine	Milwaukee, Wis.
Clifton, Mary	Peru, Ind.
Coleman, Mary Elizabeth	Mount Carroll
Conzelman, Gretchen	Santa Monica, Cal.
Dresser, Mary	Wheaton
Ducke, Florence Louise	La Crosse, Wis.
Eastman, Evelyn Virginia	Thermopolis, Wyo.
Emerson, Harriet	Quincy

SEVENTY-EIGHTH • ANNUAL • CATALOGUE

Etnyre, Dorothy Ellen	Chadwick
Ewing, Helen	Chicago
Fassett, June	Mendota
Finley, Ann Josephine	Oncida
Fisher, Sarah Elizabeth	Danville
Frankenstein, Ruth Jeanne	Hillsdale, Mich.
Frye, Catherine Martha	Sterling
Geary, Wilma Eileen	Marathon, Iowa
Giddings, Helen Elizabeth	Sabula, Iowa
Gregory, Catherine M.	Dowagiac, Mich.
Gregson, Vivian Y.	Montezuma, Iowa
Hench, Marjorie	Evanston
Herrick, Gladys May	Dixon
Hill, June Eleanore	Chicago
Hughes, LaRue	Cambria, Mich.
Huntington, Helen Ione	Shawano, Wis.
Johnson, Maxine I.	Longmont, Colo.
Johnstone, Margaret Edith	Wauwatosa, Wis.
Kessler, Thelma Louise	Birmingham, Mich.
Klewer, Donna Josephine	Glencoe
Koblitz, Dorothy	Cleveland Heights, Ohio
Kramer, Eleanore Ellis	Evannston
Kruse, Evelyn Anne	Winnetka
Kuhn, Margaret R.	Belvidere, S.D.
Larson, Jacqueline Mary	Oelwein, Iowa
Lloyd, Dorothy Mae	Chicago
Lowitz, Frances	Chicago
Lubowich, Ethel Jay	Chicago
McEwen, Mary Elizabeth	Rolfe, Iowa
McKee, Mildred	Chrisman
Madden, Jane	Mendota
Manning, Marjorie Louisa	Wheaton
Moore, Marjorie	Mount Carroll
Moore, Thelma	Mount Carroll
Morris, Lucia M.	Dixon
Murton, Dorothy Mac	Chicago Heights
O'Boyle, Mary Ann	Evanston
Olson, Bertha Pauline	Lovell, Wyo.

Overaker, Marion.....	Springfield
Palmer, Mary Helena.....	Montezuma, Iowa
Peterson, Winifred.....	Winona, Minn.
Pool, Margaret Josephine.....	Evanston
Puzey, Jeanette R.....	Danville
Reed, June Carlyle.....	Cresco, Iowa
Reynolds, Grace.....	Aurora
Ritenour, Dorothy Helen.....	Mount Carroll
Roberts, June Winifred.....	Detroit, Mich.
Salmen, Edna J.....	Winnetka
Schreiner, Dorothy Mae.....	Chadwick
Shoemaker, Dorothy Deena.....	Mount Carroll
Slocum, Jeannette Arleta.....	Clinton, Iowa
Smith, Ella Mae.....	Chicago Heights
Smith, Lillian.....	Mount Carroll
Stem, Mary.....	Hastings, Mich.
Sword, Virginia Ellen.....	Milledgeville
Taylor, Mary Catherine.....	Chadwick
Telsrow, Helen E.....	Davenport
Toms, Alma.....	Elizabeth
Tracr, Mary Ellen.....	Vinton, Iowa
Turnbaugh, Emily Alberta.....	Mount Carroll
Uhlenhopp, Marguerite.....	Hampton, Iowa
Weatherwax, Lorraine.....	Mount Carroll
Wilbern, Lucile Eleanor.....	Sterling
Wilkinson, Mary Louise.....	Canton, Ohio
Young, Laura.....	Weiser, Idaho

ACADEMY STUDENTS, 1929-30

SENIOR CLASS

Alexander, Elizabeth Agnes	Oak Park
Arcy, Virginia MoDella	DeWitt, Iowa
Bassett, Constance	Odebolt, Iowa
Best, Gertrude	Milwaukee, Wis.
Bogk, Dorothy	Milwaukee, Wis.
Britton, Ruth Eleanor	Hannibal, Mo.
Brown, Louise	St. Paul, Minn.
Buell, Elaine Clark	Omaha, Neb.
Caddick, Ione	Chicago
Dickerson, Lita	Chicago
Eberts, Helen Louise	Wyandotte, Mich.
Ellis, Madeline Cynthia	Oak Park
Green, Katherine D.	Chicago
Huntley, Audrey	Reedsburg, Wis.
Joffe, Myra	Chicago
Jones, Dolly	Galesia
Kreiter, Gwendolyn Marie	Chicago
McCurrach, Janet Miller	Evanston
Pasmore, Edwina Maxwell	Chicago
Wild, Brenda	Lancaster, Pa.

JUNIOR CLASS

Allen, Margaret Sandusky	Covington, Ind.
Ashdown, Marguerite	Chicago
Baker, Lois Marie	Peoria
Ball, Nellie T.	Fairfield, Iowa
Briggs, June Foster	South Bend, Ind.
Brown, Irene Wilcox	Spring Valley
Hollebosch, Lillian Elaine	Rock Island
Iddings, Janet	Crown Point, Ind.
Jones, Margaret Clare	Evanston
Lummis, Frances Murdoch	Washington, D.C.
Rabinoff, Elaine Evelyne	Chicago
St. Sure, Frances	Madison

Strauch, Mary Kathryn	Mount Carroll
Swazey, Mary E.	Highland Park
Taylor, Jeanne H.	St. Paul, Minn.
Williams, Dorothy Ellen	Minneapolis, Minn.
Williams, Naomi Caryl	Shelbyville, Ind.

SOPHOMORE ACADEMY CLASS

Avery, Ann M.	Chillicothe
Chamberlin, Frances	Chicago
Doty, Eva Doris	Chicago
Ellis, Rosella Sallie	Chicago Heights
Haeger, Barbara Mills	Dundee
Hawley, Geraldine Evelyn	Flossmoor
Hull, Elizabeth Naomi	Chicago
Janotta, Marion Frances	Chicago
Kelly, Julia Willa	Chicago
Kralovec, Dorothy Marie	Oak Park
Lucas, Mary Elizabeth	Skiatook, Okla.
MacFetridge, Ethel June	Chicago
Morgan, Phoebe	Chicago
Salmon, Adeline Carpenter	Beloit, Wis.
Schneider, Shirley C.	Chicago
Shire, Rita Henrietta	Chicago
Slayton, Novella A.	Battle Creek, Mich.
Slight, Miriam	Newton, Iowa
Swats, Marion Virginia	Chicago
Weatherwax, Harriet	Mount Carroll
Yeomans, Gertrude Louise	St. Joseph, Mich.

FRESHMAN ACADEMY CLASS

Brown, Beverly	Chicago
Cash, June Anna Marie	Chicago
Caton, Grace	Chicago
Dean, Dorothy Louise	Berrien Springs, Mich.
Dilkes, Carrie Mae	Wilmette
Edwards, Elizabeth Catherine	Howe, Ind.
Harrison, Dorothy Marylenn	Highland Park
Hay, Nancy	Gary, Ind.

SEVENTY-EIGHTH • ANNUAL • CATALOGUE

Johnson, Mildred Evelyn	Oak Park
Kleefisch, Barbara Catherine	Oak Park
Le Pelley, Priscilla Ann	Highland Park
Marquardt, Edith Harriet	Wilmette
Mooney, Margaret Caroline	Rock Falls
Rosenberg, Mamie	Highland Park
Salmon, Marion Bonneville	Beloit, Wis.
Schumacher, Yvonne P.	Mount Carroll
Seefeldt, Eleonore Dorothy	Chicago
Sleight, Helen Elizabeth	Battle Creek, Mich.
Summerville, Frances Anita	Harvey
Wilson, Ruby Virginia	Oak Park

SPECIALS

Allanson, Mary	Mount Carroll
Bradbury, James	Mount Carroll
Grisso, Vada	Lanark
Hawbecker, Olive	Lanark
Hostetter, Linnacus	Mount Carroll
Hostetter, Marcelene	Mount Carroll
Hower, Wanda	Lanark
Isenhart, Arthur	Mount Carroll
Lotz, Mrs. Catherine	Lanark
Lotz, Iona	Chadwick
Petty, Suzetta	Mount Carroll
Stadel, Mildred	Chadwick
Williams, Dorothy	Savanna

TOTAL REGISTRATION

College Sophomores	50
College Freshmen	85
Senior Academy	20
Junior Academy	17
Sophomore Academy	21
Freshman Academy	20
Specials	13
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	226

LECTURES AND RECITALS

1929-30

DR. CHARLES WHITNEY GILKEY, Dean, University of Chicago Chapel
REV. NORRIS L. TIBBETTS, Associate Pastor, Hyde Park Baptist Church,
Chicago

MAJOR JOHN L. GRIFFITH, Chicago

PROFESSOR AMOS ALONZO STAGG, University of Chicago

DR. THEODORE GERALD SOARES, University of Chicago

DEAN SHAILER MATHEWS, University of Chicago

DR. U. Y. MCGUIRE, Editor of *The Baptist*, Chicago

DR. ARTHUR E. BESTOR, New York City

MRS. HANNAH HUMBLE LEE, Auburndale, Massachusetts

THE RUMANIAN COSSACK CHORUS

THE STEINDEL TRIO

BORIS KOUTZEN, Violinist

OSCAR ZIEGLER, Pianist

PROFESSOR BERTRAM G. NELSON, University of Chicago

